Journal of Education and Practice www.iiste.org
ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) DOI: 10.7176/JEP
Vol.10, No.4, 2019

Continuous Assessment Perception of Madda Walabu University Instructors, South East Ethiopia

Abera Getachew[1*] Tolessa Gemeda[2]
1.Department of Psychology, Institute of Education and Behavioral Sciences, Ambo University, West Showa, Oromia, Ethiopia
2.Department of Sociology, College of Social Sciences, Wollega University

Abstract
Background: Continuous Assessment is a vital instrument for enhancing teaching and learning in higher educational institutions. Assessment practices of the instructors are likely to be influenced by their perceptions about assessment. The purpose of this study was to assess continuous assessment perception of Madda Walabu University Instructors.
Method: A cross-sectional descriptive survey method was employed. The participants of the study were 225Madda Walabu University instructors, were chosen by using a simple random sampling technique. Questionnaire consisting of closed and open ended questions was used as the main data gathering tool. The analysis employed SPSS.21 to calculate frequency and ANOVA.
Results: The findings of the study revealed that teachers have positive perception towards continuous assessment. However, the computed one way ANOVA revealed that there was a statistically significant difference in continuous assessment perception, F (2,221), =25.029, P<0.05 among teachers, in relation to educational qualification. First degree holders have little experience of teaching and their perception towards continuous assessment is lower, compared to PhD and Master degree holders. Moreover, different institute/college/school have different levels of perception.
Conclusion: Finding of the study showed that teachers have positive attitude towards continuous assessment. However, absence of middle semester level assessment policy, and negligence of assessment were found to be the major problems related to continuous assessment implementation. It is recommended that every action that could be taken to improve the status of continuous assessment in the university must follow the consensus of teachers. Improving perception of teachers towards continuous assessment through workshops, seminars and training programs helps to attain quality of education.
Keywords: Continuous Assessment, Teachers' Perception, Higher Education
DOI: 10.7176/JEP/10-4-01

Introduction

Assessment is a process of collecting learning related competence by using various formal and informal strategies. Assessment is very vital to known as well as to enable them desirable skills and knowledge. Continuous assessment, an alternative or supplement to high stakes testing of learner achievement, offers a methodology for measuring learning performance and using those findings to improve the success of learners. Continuous assessment is a classroom strategy implemented by teachers to ascertain knowledge, understanding, skills, and attitude attained by students(Agonafer, and Tadesse, 2015). Similarly, the main purpose of continuous assessment is to guide pupils' learning and teachers' instructions.

There is increasing international interest in new approaches to assessment, known as continuous assessment (Hassen, 1998). Both developed and developing countries, believed that the result obtained from continuous assessment is more valid, reliable and motivating as compared to the traditional terminal based examination (Onuka, 2006).

When properly developed, and interpreted, continuous assessments can help teachers better understand what their students are learning and inform students truly who they are in their learning. However, perception of instructors in higher educational institutions about assessment may lead them to use the traditional means of student assessment in which complete picture of students' learning progress cannot be observed (Adeyemi & Mary, 2009; Black & William, 2010).

In Zambia, teachers find it difficult to suddenly change to outcomes-based assessment which is dominated by the use of continuous assessment (Kapambwe, 2010), and a study in Nigeria has shown that teachers low interest or negative attitude towards assessment has contributed to poor assessment practice (Egbeyemi, 2002). However, in Ghana, teachers strongly felt that continuous assessment enabled teachers to support lower attaining pupils to improve their performance (Hayford, 2007). Besides, the author indicated alarming rate of poor performance of students in both internal and external examinations continuous Assessment in our universities as noted.

Similar to other countries, the educational and training Policy of Ethiopia (MOE, 2012) introduced the incorporation of continuous assessment in teaching-learning process believing in its constructive effect on the quality of outcome process. Continuous assessment has established, its usefulness in Ethiopia as a major tool of

providing quality education thereby making the whole education system productive (ICDR, 2004). However, the traditional strategies of assessment have been still predominant, especially around colleges and universities.

Furthermore, Birehanu (2004) stated that the new assessment methods can succeed only if teachers accept the basic philosophy of the method. Never the less, there are few studies that show the perception of teachers towards continuous assessment in Ethiopia in general and Madda Walabu University in particular. Therefore, this study will contribute to fill this gap and initiate other similar studies in the area.

Research Questions

This research tries to answer basically the following research questions. These are:

1. What is the perception of instructors' about continuous assessment?
2. Is there any association between instructors' Perception of continuous assessment Practice with their educational level?
3. What are the instructors' perceived challenges in practicing continuous assessment?

Significance of the Study

The finding of this study shall have extramandous importance for all concerned bodies of education stakeholders; particularly, it helps instructors to have an overview of their status of practicing continuous assessment. Secondly, it shall assist as a guideline for the university policy makers and practitioners. Next, it may suggest possible methods that help to alleviate the challenges of instructors which they face in an attempt of practicing continuous assessment. Lastly but not least, the finding may contribute significant to initiation other researchers to conduct further research on the problem under investigation.

METHODS

Study Design and Area

The study was conducted in June, 2015 at Madda Walabu University, Southeast Ethiopia, 430 km away from Addis Ababa. The university is located in Oromia Regional State. It has two campuses, Robe, the main campus and Goba, College of Medicine and Health Sciences. It had ten schools, one institute, one college and thirty-seven departments with total number of (516) five hundred sixteen instructors.

Sampling and Participants

An institutional based cross-sectional quantitative study design was used. The source population was all Madda Walabu University instructors, both female and male, who were on duty and providing courses during data collection. Sample size was determined using simplified formula for proportions because the population is small in number. Assumptions were made with 5% margin of error, 95% level of confidence and adding 10% non-response rate. Since the study used multistage sampling technique, design effect of 1.5 was considered and the final sample size became 225. Respondents were selected principally using stratified sampling technique based on teachers' educational level. Proportionate allocation to size was used to share the sample size according to the number of the instructors in each stratified college/schools. After stratifying instructors by colleges/schools and departments participants were selected through simple random sampling technique using available list of instructors at each colleges/schools.

Data Collection Method and Tools

Self-administered questionnaire was used for quantitative data collection. After reviewing literature of similar study the questionnaire was adopted to the local context and used to collect the data from the study participants. The question contains three sections; socio-demographic characteristics of participants, and instructors' perception and perceived challenge towards continuous assessment. The validity of the quantitative questionnaire was checked by expert to see its consistency and accuracy. The three level likert - scale questionnaire were used to collect the instructor's perception and perceived challenges towards continuous assessment. The English version of the questionnaire was used to collect the data. In addition to the principal investigator, two supervisors who had Master's Degree were assigned to closely follow up the data collection process. Quantitative data were collected after gathering instructors in the lecture rooms of each faculty/school. Immediately after distribution of the questionnaire, instructors were oriented on the purpose of study, sections included and how to follow skipping patterns. Finally, the filled questionnaire was collected back in a sealed boxes found at the gates of lecture rooms. The questionnaire was checked on the spot for completeness by investigators, supervisors and data collection facilitators.

Data Analysis

In order to collect relevant and reliable data the researcher employed close ended questionnaire; which were used by scholar in the area before data entry into SPSS windows version 21 for analysis, questionnaires were checked for completeness. Accordingly, Percentage and ANOVA were computed and results were presented by tables

because the questionnaire was 3 Likert scale or ordinal type. Association between the explanatory and dependent variable were assessed at p-value of 0.05.

Ethical Consideration

The ethical issue was approved by Madda Walabu University Ethical Review Committee. Explaining the purpose of the study, verbal consent was obtained from all participants. All the information given by the respondent have been used for research purpose only, and confidentiality was maintained by omitting the names of the respondents. There is no approval number and the University work with letter of permission written from University Research Directorate to all schools, all departments and the subjects' oral consent.

RESULTS

This chapter comprises the analysis of the response results included in the statistical summary was prepared and series of tables showing the (range) of the response to the questionnaire were presented here under.

Table 1: Background information of sample Instructors by Sex, Age, Educational Qualification, and Year of teaching experience in university

Variables		N	%
Sex	Male	198	88.0%
	Female	27	12.0%
	Total	225	100.0%
Age	20-25	80	35.6%
	26-31	100	44.4%
	32-37	35	15.6%
	38-43	6	2.7%
	44 & above	4	1.8%
	Total	225	100.0%
Educational Qualification	Degree	41	18.3%
	Masters Degree	168	75.0%
	PhD and Above	15	6.7%
	Total	224	100.0%
Year of teaching experience in university	0-4years	45	20.0%
	5-9 years	139	61.8%
	10 and above years	41	18.2%
	Total	225	100.0%

As described in table 1, a total of 225 participants were included in the study. As the table indicates, 198(88%) of the participants were male, whereas the rest 27(12%) of participants were females. The male instructors dominated the sample, because the male population outnumbers the females. Therefore, the research involved all female instructors to balance their representation.

In terms of age, the majority of the respondents 100(44%) were between 26 to 31 years. On the other hand, 80 (35 %) of them were in 20-25 years age category. The respondents' age range 32-37, 35 (15.6%), and the rest very few respondents age range 38-43, accounts for 6(2.7%) and 44 and above, account only for 4(1.8%)

In relation to educational qualification, the majority of participants were Masters Degree holders 168(75%), 41(18.3%) of the participant had first degree, and 15 (6.7%) of them were PhD holders. Concerning years of teaching experience in university, the majority of them, 139 (61.8%) had served for 3-5year, while 45 (20%) teachers had less than two years of experience and the remaining 41 (18.2%) instructors had six to nine years of teaching experience.

Table 2: Frequency of Perceptions of Teachers on Continuous Assessment

S.No	Items	Agree		Disagree		Neutral	
		N	%	N	%	N	%
1	CA builds the whole mind of a student as they prepare for final examinations	174	77.3	33	14.7	18	8.0
2	CA improves teaching and learning process leading to improved performance.	191	84.9	20	8.9	14	6.2
3	CA helps to identify the weak students and improvement can be done.	176	78.2	27	9.8	22	12.0
4	The students learn to revise from time to time which increases retention and memorization	182	80.9	24	10.7	19	8.4
5	Students who perform well in continuous assessment also perform better in final examination s.	145	64.4	58	25.8	22	9.8
6	Continuous assessment arouses students‟ desire for attention and concentration while in class	165	73.3	31	13.8	29	12.9
7	The more the students go through continuous assessment, the more confident and ready they become for the final exams	174	77.3	31	13.8	20	8.9
8	The gap between the teacher and students is closed as the teacher gets to know the students so well.	179	79.6	18	8.0	18	8.0
9	The students will have to be prepare differently for the class	161	71.6	23	10.2	41	18.2
10	The students will be provided with increased opportunities to demonstrate that they had learned the material	182	80.9	20	8.9	23	10.2
11	The students will have to study differently for exams	157	69.8	33	14.7	35	15.6
12	The students will be in a less stressful learning environment	148	65.8	43	19.1	34	15.1
13	The students will have increased opportunities to demonstrate mastery of course material	162	72.0	35	15.6	28	12.4
14	The students will have more control in determining their overall course grade	157	69.8	32	14.2	36	16.0
15	The student will have less pressure to perform well on every exam or assignment	127	56.4	55	24.4	43	19.1
16	The students will be able to focus on learning rather than just getting a good grade on an exam or assignment	118	52.4	59	26.2	48	21.3

As one easily understand from table 2, the majority of respondents have favorable perception towards continuous assessment (84.9 for item2, 80.9% for item 4, 80.9% for item 10, 79.6% for item8, 78.2% for item3,77.3% for item1 77.3 %for item7, 73.3% for item6, 72% for item13, 71.6% for item9, ,69.8% for item11, 69.8% for item14 ,68.5% for item12,,64.4% for item5, 56.4% for item 15,52.4% for item16). From this result one understands that almost all participants have more than average continuous assessment perception that is positive perception.

Table 3: One Way ANOVA Continuous Assessment Perception by Institute/College/School level

	SS	df	MS	F	Sig.
Between Groups	518.248	30	17.275		
Within Groups	1072.801	194	5.530	3.124*	.000
Total	1591.049	224			

Table 3 show that there is significant continuous assessment perception difference $F(30,194),=3.124$, $P<0.05$ among teachers on Continuous Assessment Perception by Institute/College/School level.

Table 4: ANOVA Teachers Year of Teaching Experience by Educational Qualification

	SS	df	MS	F	Sig.
Between Groups	16.429	2	8.214		
Within Groups	72.531	221	.328	25.029*	.000
Total	88.960	223			

*P < 0.05

The 4 above shows computation of one way ANOVA, indicates significant difference $F(2,221),=25.029$,$P<0.05$ among teachers in educational qualification with regard to their CA perception in teaching experience of the instructors. The Tukey post hoc comparison revealed that there is a significant

difference in teachers first degree holders in teaching experience by educational qualification p<.05.

Table 5: Frequency distribution of Perceived Challenges of Continuous Assessment

S.No	Items	Agree		Disagree		Neutral	
		N	%	N	%	N	%
1	Continuous Assessment is nothing more than basis of Waste of time	165	73.3	38	16.9	22	9.8
2	Continuous Assessment is Burden to teachers by loading different tasks	109	48.4	85	37.8	31	13.8
3	Continuous Assessment would result in Mark inflation	98	43.6	86	38.2	41	18.2
4	Continuous Assessment is impossible to implement in Large class size	108	48.0	83	36.9	34	15.1
5	Continuous Assessment create students Dependency	106	47.1	76	33.8	43	19.1
6	Continuous Assessment result in inability to cover assessment plan of the course	131	58.2	66	29.3	28	12.4
7	Continuous Assessment doesn't show students' overall performance	109	48.4	89	39.6	27	12.0
8	It result in Students' lack of interest	112	49.8	80	35.6	33	14.7
9	Continuous Assessment adversity affects Teacher commitment	122	54.2	53	23.6	50	22.2
10	Continuous Assessment adversely affect the relationship between students and their teachers	141	62.7	43	19.1	41	18.2
11	Continuous assessment may turn out to be nothing more than a series of tests	159	70.7	38	16.9	28	12.4
12	Not as useful as examination	145	64.4	49	21.8	31	13.8
13	Giving frequent feedback is discouraging	146	64.9	44	19.6	35	15.6
14	Continuous Assessment is not application of continuous assessment in our context	122	54.2	67	29.8	36	16.0

The responses of teachers concerning the challenges of implementation of continuous assessment , as can be seen from table 6 above, 165(73.3%) of the teachers agree and 38(16.8%) of teachers disagree on continuous assessment consumption of time, 109(48.4%) of the respondents agree and 85(37.8%) of the respondents disagree on the idea of continuous assessment being a burden or incurs additional work load to teachers. 89(43.6%) of the participants agree and 86(38.2%) of the participants disagree on continuous assessment being a cause for mark inflation, 108(48%) of respondents agree and 83(36.9%) of respondents disagree on CA being difficult to apply it in large class size. About 106(47.1%) of respondent agree and 76(33.8%) of respondents disagree that CA develops dependency among less capable students.

Teachers were also asked to rate the challenges of implementation of continuous assessmen131(58.2%) of the respondents agree and 66(29.3%) disagree that CA unable to cover the plan of course, 109(48.4%) of respondents agree and 89(39.6%) disagree the assumption that CA doesn't show students' overall performance, 112(49.8%)of respondents agree and 80(35.6%) of the respondents disagree as it results in students' lack of interest,122(54.2%) of the participants agree and 53(23.4) of participants disagree that CA adversity affects teacher commitment, 141(62.7%) of the participants agree and 43(19.1%) of participants disagree as it being adversely affect the relationship between students and their teachers, 146(64.9%) of instructors agree and 44(19.6%) of instructors disagree as giving frequent feedback is discouraging and 122(54.2%) of the teachers agree and 67(29.8%)of instructors disagree on CA is not applicable in our context. This result shows that majority of the participants agree that CA is perceived to be challenging because it is nothing more than wastage of time, results in mark inflation, result in inability to cover course plan, creates students' dependency, adversely affects teachers' commitment. Moreover, participants insist that CA results in students' lack of interest, giving frequent feedback is discouraging, thus it is not applicable in our context.

Table 6: ANOVA Teachers perceived challenge by Educational Qualification

	SS	df	MS	F	Sig.
Between Groups	304.901	2	152.451		
Within Groups	16440.224	221	74.390	2.049	.131
Total	16745.125	223			

*P < 0.05

There is no statistically significant difference in teachers' perceived challenge across their educational level. The mean and SD of perceived challenge of teachers in CA practices were (36.35+_8.75).

Discussion

Few instructors (all educational qualifications considered), 13.7% of them, always conduct Continuous assessment. Majority of respondents of this study conducted CA Once a week/ once in two weeks or only once a month. Teachers in this study indicated that they conducted continuous assessment weekly, bi-weekly and monthly. In the literature, however, Black and Wiliam (2010) indicated that constant practice of tasks ensures that students gain good understanding of concepts taught. The model proposed in this study, therefore, suggests that apart from the regular tests that teachers administer, they should also integrate instruction and assessment. As a result, based on the data collected from the participants of the study, the practice of continuous assessment in the university was found to be inadequate. The result suggests that if teachers should take into account all assessment practices, there will be an improvement in how continuous assessment is practiced, Bartels (2003). In this major finding about 41% of teachers indicated that they used *assignments* as their major components of continuous assessment while about 37% indicated that they used *projects.*

The teaching syllabus for Integrated Science at the junior high school level (CRDD, 2007) prescribed class test, homework assignments and projects as the modes of assessment but also suggested that a diverse dimension of learning should be tested. Similarly the research findings reveal that most frequently practiced strategies by instructors are written examination/Test, presentation, take-home assignments, independent learning, brainstorming, and recap exercises.

Boston (2002) pointed that if teachers are to use continuous assessment formatively, it is important that they use techniques such as observation and classroom discussions alongside analysis of tests and homework. In this study the teachers did not seem to have a lucid way of giving thoughtful feedback to the students.

The absence of appropriate measures in place to ensure that guidelines for organizing continuous assessment were adhered to mean that, they teachers were left on their own to decide what to do. Bartels (2003) made similar observations in a study conducted in the training colleges. He observed that none of the colleges of study followed any specific procedures or guidelines in assessing their subject areas and that in all the colleges the frequency and type of questions for assessment were left entirely at the discretion of the subject teachers. From this finding, majority of teachers (79%) indicated that Ghana Education Service either *rarely* monitored their continuous assessment scores or did that *sometimes*. About 13% of teachers, however, indicated that Ghana Education Service *never* monitored their continuous assessment scores. Also from the results, it can be inferred that the continuous assessment monitor and evaluation are rare occasions. The monitoring and evaluation specifically aimed at the practices, problems & prospects of continuous assessment at schools and department level were found to be inadequate until the study has been conducted. This result shows that majority of the participants agree that CA is perceived to be challenging because it is nothing more than Waste of time, result in Mark inflation, result in inability to cover course plan, creates students' Dependency, adversely affects teachers' commitment. Moreover, participants insist that CA result in students' lack of interest, giving frequent feedback is discouraging, thus it is not applicable in our context. This finding is similar to the previous research h conducted by (Abiy, 2013) in which 15.84% of participants expressed CA Practice disadvantages as time consuming. Other Participants of the study (23.53%) blamed it for creating dependency of less capable students on better performing peers, though only 7.2% of the teachers said there is lack of commitment.

CONCLUSSION AND RECOMMENDATION

CONCLUSION

Based on the analysis & interpretation of the data the following conclusions were drawn.

Few instructors (all educational qualifications considered), 13.7% of instructors always conduct Continuous assessment. Majority of respondents of this study conduct CA Once a week/ once in two weeks or only once a month. There is variation in CA practice based on their teaching experience, commitment and motivation. As a result, based on the data collected from the participants of the study, the practice of continuous assessment in the university was found to be inadequate.

The most frequently practiced methods by instructors are written examination/test, presentation, take-home assignments, independent learning, brainstorming, and recap exercises.

The result shows that majority of the participants believe that CA is challenging because it is nothing more than waste of time, result in mark inflation, result in inability to cover course plan, creates students' dependency, adversely affects teachers' commitment. Moreover, participants insist that CA result in students' lack of interest, giving frequent feedback is discouraging, similar to these problems additional work load, large class size, absence of clear format to assess group & individual assignments & unequal contribution of group members in group assignments were sometimes not applicable in our context

From the results, it can be inferred that continuous assessment monitor and evaluation are rare occasions. Nevertheless, it was found out that the major concern of teaching learning enhancement coordinator, school directors and department heads in continuous assessments in this institution seemed to be to set deadlines, request and receive number and letter grades of the continuous tests. The monitoring and evaluation specifically aimed at

the practices, problems & prospects of continuous assessment at schools and department level were found to be inadequate until the study were conducted.

It is evident from the results that most of the instructors have attended CA training but considerable number of participants 85(37.8%) have never attended CA training. The majority of the respondents view that they need refresher form of training to sharpen their knowledge and skills on continuous assessment periodically.

Recommendations

Participants of the present study were asked to respond to the instrument for measuring perception, and practices of CA. Hence, based on the results of the study the following suggestions are made in line with the findings of this study.

- Improving perception of teachers towards continuous assessment and awareness creation through workshop, seminars, training and in-service training programs for instructors to attain quality of education.
- Producing and distributing a clear guideline to the teachers on how to implement continuous assessment.
- Regular training for teachers should be given by integrating/incorporating the nature of the course, how learning develops & how assessment should be conducted; unless implementation of continuous assessment can't be effective.
- Every action that could be taken to improve the status of continuous assessment in the university must be informed by teachers & accepted by teachers.
- The MWU should supply the required logistics and arrange infrastructures(shortage of classes, SMART classes, attractive boards of various colors, flip chart) necessary for implementing CA
- MWU should formulate proper guidelines and instruments for monitoring and evaluating the effective use of continuous assessment in the schools/college/institute level.
- Eventually, the researchers would like to recommend others to conduct continuous research on students' knowledge, attitude and practice of continuous assessment.

Limitation of the study

The researcher faced lack of research output related to perception with respect to work load and updated literatures in order to get through every details of the study. Besides, finance scarcity and lack of interest on the part of respondents, due to burden of work, field trip and meetings the researcher faced unavailability during data collection. Self-reporting on survey questions was dependent on the participation and honesty of the respondents.

Competing Interests

The authors declare that they have no competing interests.

Authors' Contributions

Abera Getachew (AG) was involved in conceiving the idea, proposal writing, designing, raising funding for the study, data collection, drafting of the manuscript and participated in all implementation stages of the project. He drafted and finalized the text of the manuscript.

Tolessa Gemeda (TG) was involved in proposal writing, raising funding for the study, data collection and participated in all stages of the project's implementation. AG and TG were also involved in data entry, analyzing the data, drafting the text of the manuscript and participated in all stages of the project's implementation. AG and TG were both involved in drafting, analysis and reviewing the manuscript critically for important intellectual content and participated in all stages of the research implementation. The authors read and approved the final manuscript.

Acknowledgements

The authors would like to thank all participants of the study at Madda Walabu University.

Reference

Abiy.Y,(2013).High school English teachers' perceptions, attitudes and actual practices of continuous assessment department of English, Faculty of Humanities, Bahir Dar University, Ethiopia.

Adeyemi &Mary, (2009). Continuous Assessment Practices in Nigerian Schools: A Review. University of Ilorin, Nigeria

Agonafer,SA and Tadesse,W , (2015).The Challenges Of Implementing Continuous Assessment In Physical Education In Some Selected Secondary Schools In Metekel Zone Of Benshangul Gumuz Regional State, Ethiopia. Abhinav National Monthly Refereed *Journal of Research In Arts & Education*, Vol 4(7) , Online Issn 2277-1182

Ajayi, Olufemi A, Ajayi, Kassim, O & Akorede, Olufunbi J, (2011). *Measuring Continuous Assessment Literacy of Primary School Teachers*. American Journal of Scientific Research. Euro Journal Publishing, Inc, http://www/eurojournals.com/ajsr-23-04,pdf.

Bartels, E. K. (2003). The practice of continuous assessment in Teacher Training Colleges in Ghana. *Journal of Educational Development and Practice, 1*(1), 58-71.

Birehanu. M, (2004).Teachers assessment of students‟ performance in selected high schools of Arsi zone with Emphasis on continuous assessment. M.A Thesis Addis Ababa university

Black, P& William, D, (2010). Lessons from around the World. How Policies, Politics and Cultures Constrain and afford Assessment Practices, The Curriculum Journal 16(2) 249-261

Boston, C. (2002). *Practical Assessment, Research & Evaluation*, *8*(9).

Brookhart, S.M. (2002). In R .W. Lissitz and W.D. Schafer (Eds.), Assessment in educational reform: Both means and ends (89-105). Boston: Allyn and Bacon.

Cosor Coll et al, (2007. *Continuous Assessment and Support for Learning, an experience in Educational Innovation with ICT support in higher education*, Elocronic Journal of Research in Educational Psychology, N. 13 Vol s(3).

Curriculum Research and Development Division. (CRDD). (2007). *Teaching syllabus for Integrated Science (junior high school)*. Accra: CRDD.

Egbeyemi, B, (2002). Continuous assessment practice in Ekiti State. An address Delivered on the opening ceremony of a workshop/Seminar, from24th Sept to 4th Oct.

Elligton,H. and Earl,S (1997). Making effective use of continuous assessment and portfolios.

Hassan, A.(1998). Continuous Assessment and Teachers, The Way Forward, Accra, Ghana.

Hayford, S.K. (2007). Continuous assessment and lower attaining pupils in primary and junior secondary schools in Ghana. Doctor of Philosophy Dissertation. School of Education, University of Birmingham, United Kingdom.

Institute of Curriculum Development Research (ICDR),(2004). Continuous Assessment and its application. Addis Ababa: MoE

Kapambwe, W. M. (2010). The implementation of school based continuous assessment (CA) in Zambia. Educational Research and Reviews, 5(3), 99-107.

Linn, R. L., & Miller, M. D. (2005). *Measurement and assessment in teaching,* (9th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Ministry of Education (1994). *Educationand Training Policy*. Addis Ababa: Educational material distribution agency

MoE, 2008,General Education Quality Improvement Program (GEQIP) Plan , Addis Ababa : MoE

MoE, 2012, Professional Standard for Ethiopian School Teachers. Addis Ababa : MoE

Nitko,A.J.(1995).Curriculum-based continuous assessment: A framework for concepts, policies and procedures, Assessment in Education.volume2, P.321

Onuka, A.(2006). Continuous Assessment as an Instrument of Achieving Learning Objectives. Unpublished Research Report, Ibadan, University of Ibadan.